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ABSTRACT

This booklet offers a census of course offerings and enrollments in art, music, dance, theater, and literature in junior and senior high schools in Illinois. It is part of a series of reports surveying statewide basic curriculum data. Data were collected in 1977 and reflect the 1976-1977 school year. All public secondary schools in Illinois were surveyed and responses were received from 95% of all high schools and 97% of junior high schools. The objective was to produce a source of data on secondary school curriculum and enrollments. Information is presented in narrative and tabular form. In addition to information on course offerings, information is presented on school size and community type (central city, suburb, independent city, or rural). Highlights of the report are that almost all Illinois junior high school students take at least one course in art and music; virtually all high school arts courses are elective; rural high school students take more music courses than students in other regions; central city students enroll heavily in both high school art and music; male/female enrollments are relatively equal in junior high arts courses, females are more likely than males to take art and music courses in high school, and faculty cutbacks in the arts may substantially affect arts instruction. The document concludes with an appendix listing art, music, literature, theater, and dance courses offered in Illinois. (Author/DB)

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Illinois
Secondary School
Course Offerings

Illinois
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Special Report on the Arts

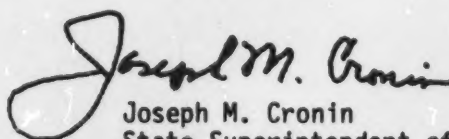


FOREWORD

In 1977 the Illinois State Board of Education in cooperation with the Illinois Association for Supervision and Curriculum Development conducted a Census of Secondary School Course Offerings, Enrollments, and Cocurricular Activities. This was the first such statewide census of basic curriculum data in Illinois. The Census was designed to produce normative data relative to offerings and enrollments in Illinois public secondary schools and to establish a source of data on secondary school curriculum at the peak of public high school enrollment.

The Census project was conducted and the general report was written by Dr. William L. Humm, Research Scientist, Research and Statistics Section, Illinois State Board of Education. This special report on the arts was written by Dr. David Rindskopf (ML-GROUP for Policy Studies in Education, CEMREL, Inc.) and Dr. Jerry Ross (Northwestern University) and edited by Dr. Humm. It is based on statistics from the Census project.

Observations and conclusions in this report are those of the writers and do not necessarily represent policies or views of the Illinois State Board of Education or the State Superintendent of Education.



Joseph M. Cronin
State Superintendent of Education

3249 1946
HIGHLIGHTS

1. Almost all Illinois junior high school students take at least one course in art and music, regardless of school size or community type. These enrollments are substantially made up of a general course in each area.
2. Virtually all high school arts courses are elective. While general art courses comprise half the enrollment in high school art, a wide range of course offerings have substantial enrollments. Band and chorus are major components of high school music courses.
3. Rural high school students take more music courses than students in other regions. Central city students enroll heavily in both high school art and music. Suburban high school students have relatively low enrollments in both art and music.
4. Male/female enrollments are relatively equal in junior high arts courses. Females are more likely to take music, and disparities in choir and chorus enrollments are particularly large.
5. Females are more likely than males to take art and music courses in high school. In art, this sex difference is greatest for suburban students. The disparity is larger in music classes, and is most pronounced in cities and rural areas.
6. Faculty cutbacks in the arts may substantially affect arts instruction due to the wide range of arts related co-curricular activities and the specialized training required of instructors in many arts electives.

Preliminary Issues

This report examines arts instruction in Illinois public secondary schools. In speaking of the arts, we include art, music, literature and dance. In examining instruction, we consider the availability of courses and the extent of course enrollments in these areas.

Arts educators today find themselves in troubled times. Instruction in the arts has been an integral part of education for centuries. Since the onset of the scientific revolution, this centrality has been eroding, and with the ever-increasing technological emphasis in our society, the arts no longer hold a pre-eminent place in educational instruction. Today, few consider arts instruction essential--indeed, some consider it expendable.

Against this larger backdrop, several short-term trends are taking place. Enrollment declines and resulting budget cuts have and will continue in the next decade to put increasing financial pressures on educational institutions. It is widely recognized that the re-allocation of resources at the local level may substantially alter educational programs. In addition to the changes inevitably concomitant with this demographic transition, a change in the popular philosophy of what constitutes appropriate curriculum also appears to be occurring, with an increased "back to basics" emphasis. Often these "basics" are not seen as encompassing instruction in the arts.

Before an assessment of the impact of these conditions on arts education (or, indeed, education in other areas) can be made, we should attain a clearer understanding of current state curriculums. Within this context; the Illinois State Board of Education in cooperation with the Illinois Association for Supervision and Curriculum Development recently conducted a census of secondary school offerings and enrollments.

Demographics of the Survey

The data reported here were collected in 1977 and reflect the 1976-77 school year. All public secondary schools were asked to participate, and cooperation was obtained from almost all; 95% of all high schools and 97% of all junior highs provided data. Because of this high rate of response, we can feel confident that the conclusions drawn apply to all public secondary schools in the state.

A detailed description of the makeup of Illinois high schools and junior high schools--their sizes and locations--can be found in the general report derived from the survey. For our purposes, it is sufficient to mention only the highlights of these demographic relations.

The statistics show how Illinois public secondary schools vary in size and location. Most high school students are in large schools (over 999 enrollment) that are located in urban areas. A substantial minority are in small high schools (less than 500 enrollments) that are located in rural areas. Most junior high school students are in medium-sized (200 to 999 enrollments) schools that are located in urban areas (central city, independent city, or suburban).

Schools were classified by grade level composition, by school size, and by community type. Junior high schools were typically two-year, grade 7-8 schools (88 percent). Another 10 percent were three-year, grade 7-9 schools. High schools included four-year, grade 9-12 schools (75 percent); three-year, grade 10-12 schools (5 percent); and junior-senior high schools including grades 7-12 (16 percent).

There is a direct relationship between school size and community type, with larger schools located in central cities, smaller schools in rural areas. This relationship is particularly strong for high schools, as indicated in Table D-1. Most of the rural high schools (97 percent) had under 1000 students, even when six-year (7-12) schools were included. On the other hand, 66 percent of the urban schools had enrollments over 1000. Table D-2 shows the range and quartile data for high schools in the Census.

TABLE D-1. ILLINOIS PUBLIC HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS BY SIZE AND COMMUNITY TYPE

Size	Community Type					%
	Central City	Suburb	Independent City	Rural	All	
1-199	3	2	1	112	118	16.8
200-499	6	8	36	181	231	32.8
500-999	7	17	40	49	113	16.1
1000-1699	25	48	19	6	98	13.9
1700-2599	36	52	5	3	96	13.6
2600 or >	18	30	0	0	48	6.8
ALL	95	157	101	351	704	
%	13.5	22.3	14.3	49.9		

TABLE D-2. ENROLLMENT SUMMARY STATISTICS FOR PUBLIC HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS

Smallest	25th Percentile	Median	Mean	75th Percentile	Largest
24	264	504	951.5	1511	4869

Table D-3 presents data by school size and community type for junior high schools. Junior high schools generally enrolled over 500 students (90 percent) in central cities, between 200 and 1000 in suburbs (93 percent) and independent cities (80 percent), and under 500 (95 percent) in rural areas. Table D-4 gives the range and quartile data for junior high schools.

TABLE D-3. ILLINOIS PUBLIC JUNIOR HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS BY SIZE AND COMMUNITY TYPE

Size	Community Type					
	Central City	Suburb	Independent City	Rural	All	%
1-199	0	9	15	59	83	18.1
200-499	3	105	46	40	194	42.3
500-999	22	117	23	5	167	36.4
1000 or more	4	9	2	0	15	3.3
ALL	29	240	86	104	459	100.0
%	6.3	52.3	18.7	22.7		

TABLE D-4. ENROLLMENT SUMMARY STATISTICS FOR PUBLIC JUNIOR HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS

Smallest	25th Percentile	Median	Mean	75th Percentile	Largest
37	237	416	451.5	632	1321

These demographic data are important for two reasons. First, they substantiate the scope of the data-gathering effort and justify use of the term "Census," since virtually all designated schools in fact submitted the requested data to the State Board of Education. Thus the findings based on the data have enhanced value for decisionmakers. Second, they provide a foundation for investigating the relationship between course offerings and course requirements on the one hand with course enrollments on the other. For while data on school expenditures, facilities, personnel, and overall enrollments have been routinely gathered, data on how these inputs have been combined to provide the visible, operating school program as experienced by students have been lacking.

What Are "Art" Courses?

Before proceeding with our discussion of the arts data, two issues should be addressed. First, we want to explain which subjects we selected as being "arts" courses and why. While there is some disagreement among experts in the field of arts education, arts courses are usually characterized as those which: a) are high in aesthetic content; b) do not result in the production of any "useful" end product, and c) have no commercial application. As a result, we included art, music, literature, dance, media, and theatre as our primary art components. A complete list of individual course groupings is shown in the appendix. Purists would probably have been more conservative, eliminating such courses as "horror, suspense, and mystery" or "TV/radio/film," while those more "radical" would have included some of the crafts, carpentry, photography, and commercial graphics courses which we feel fall into the industrial arts category.

When Reading the Results . . .

A second issue involves limitations in the data at hand. While it is traditional among data analysts to provide extensive discussions of technical difficulties with source material, we will forego such discussion for this presentation. While limitations and qualifications to interpretation of the data are recognized, their formal consideration is left to the general report. Instead, the discussion which follows is oriented primarily for the research consumer. This focus may at times lead to our oversimplifying in instances in which a complex string of qualified explanations would be more technically accurate. We do so in the hope of conveying the essential relationships in as clearcut, comprehensible and usable manner as possible.

Results: Course Offerings in the Arts

In most Illinois junior high schools, a basic art and music course are provided, but seldom is there an opportunity for specialized study. Only a small number of junior high schools offer anything other than an introductory art course. The situation is slightly better in music. In addition to a general music course, over three-fourths offer band, three out of five offer chorus, and about one-third offer orchestra. However, only a few offer theory courses, vocal ensembles, instrument ensembles, or other specialized music courses. This is fairly typical of junior high school instruction, for specialized courses are provided in few subject areas at these grade levels.

The relationships described above are fairly constant across schools of various sizes. As Table I indicates, the median (typical) number of art classes offered for most junior high schools is one.

TABLE 1. MEDIAN NUMBER OF ART AND MUSIC COURSES IN JUNIOR HIGH SCHOOLS BY SCHOOL SIZE

	School Size			
	<u>1-199</u>	<u>200-499</u>	<u>500-999</u>	<u>1000 or more</u>
Art	1	1	1	2
Music	2	2	2	4

Only in junior high schools with enrollments greater than 999 (fifteen schools, or a mere 3% of the population) is the median number of courses offered two. Most junior high schools offer two or three music courses. While the number of course offerings is not large, the vast majority of Illinois junior high students attended schools where art and music were available (94.4% and 96.6% respectively).

In looking at high school course offerings, a wide array of arts courses is available in some Illinois schools. Art courses such as design, graphics, crafts, metal and jewelry, sculpture, textiles and photography exist, but only in a small number of schools. Music courses range from general courses to theory, vocal groups of various sizes and structure, band, orchestra, and small music ensembles. Again, only a small number of schools offer a wide variety of courses, but most schools offer at least one vocal music course (usually either chorus or choir) and one instrumental course (generally band). Let us now examine these findings by school size.

TABLE 2. MEDIAN NUMBER OF ART AND MUSIC COURSES IN HIGH SCHOOLS
BY SCHOOL SIZE

	School Size					
	<u>1-199</u>	<u>200-499</u>	<u>500-999</u>	<u>1000-1699</u>	<u>1700-2599</u>	<u>2600 or more</u>
Art	2	3	4	5	6	6
Music	2	2	3	5	6	7

The number of both music and art courses offered bear a simple relationship to school size; the larger the school, the greater the number of courses offered. The reason for the importance of school size is two-fold. First, from a supply perspective, larger schools have more resources to divide among potential elective courses. From a demand perspective, some specialized art or music courses may be attractive to perhaps only 10% of the students. Thus, in a school with one hundred students, the potential course enrollment might be only 10, which could make the course prohibitively expensive. On the other hand, a school with 2000 students might have a potential enrollment of 200, and thus be able to support several sections of a course. A large school is much more likely to have a "critical mass" of students whose potential interest in arts education warrants the establishment of multiple elective offerings.

While the total number of art and music titles is large, aside from the general introductory course, most high schools offer only two or three of the numerous electives. Less than half of the Illinois public high schools offer second-year art, and not quite a third offer drawing, painting, or sketching courses. Third-year art is offered in only one-quarter of the State's high schools, as is ceramics and pottery. Further, these are by far the most commonly offered titles. In music, more commonality exists--with band and chorus or choir typically offered. However, only one out of five high schools in Illinois offers orchestra. There is also very limited representation of courses in which the emphasis is more on intellectual than physical (performing) involvement. Only one in four high school offers a course in theory/harmony/composition/counterpoint, and only one in six offers a course in music appreciation.

In sum, while virtually all Illinois high school students attend schools where instruction in art and music are offered (97.0% and 98.8%) and while the best high schools are providing a wide range of potential experiences in the arts, the typical Illinois high school provides a fairly minimal range of courses in art and music.

Course Enrollments in the Arts

We have seen that most secondary school students are in schools which offer at least one course in the arts. How many take advantage of the opportunity? This section examines this question, as well as related issues such as which courses constitute major enrollment components, and the influence requirements might have on enrollments in junior and senior high school art and music.

In the discussion which follows, the data are described in terms of year-equivalent course enrollments. For example, let us assume 100 year-equivalent course enrollments are reported for a particular art course. This is equivalent to 100 students taking a one year course, or 200 students taking a half-year course, or 300 students taking a trimester course.

About one-quarter of the junior high school art course titles were reported as full-year courses. About one-third are half-year and another third, trimester or quarter. The remainder run a still shorter period of time. About three-quarters of the junior high music course titles were reported as full-year, while one out of ten are half-year and another one out of ten are trimester or quarter.

Full-year courses are more common at the high school level. Three out of five art courses are full-year, one out of three half-year, with the remainder trimester, quarter, or less. About nine out of ten music titles run full-year. Most others are half-year, with a few for shorter periods.

In junior high schools, enrollments in art amounted to more than one course enrollment per student in schools where art was offered. However, most of these courses were not full-year courses. In terms of total years of art, the average junior high student in schools offering art took about three-fourths of a year of art courses. In many schools, art is probably required in junior high and in that case, most students would have taken some art. The vast majority of enrollments in arts courses in junior high are in "general arts" or "fine arts." Only about one in fifteen year-equivalent enrollments in art in junior high are in more advanced courses. In music too, the vast majority of enrollments are in general music, again frequently a required course. However, there are also substantial enrollments in chorus and band.

While most junior high enrollments in the arts are limited to the basic courses, a wide variety of junior high arts titles were reported in the survey.

The advanced courses available at some junior high schools include (by category):

- * art appreciation, art studio, drawing, printing/sketching, design, graphics, crafts, metals and jewelry, ceramics, pottery, textiles, weaving, macrame, photography, sculpture (art)

- * American literature, English literature, ethnic literature, popular literature, short stories, novel, mythology, horror, suspense, mystery, science fiction (literature)
- * theater, drama, acting, dramatic literature, theater production (drama)
- * music appreciation, theory, harmony, counterpoint, composition, vocal ensembles, choir, chorus, swing choir, band, orchestra, small instrumental ensembles, and instrumental classes (music).

These specialized courses attract large numbers of students in schools where they are offered. However, they are offered in very few schools; so these data should not be used as evidence of a widespread latent interest in the arts among junior high students. In literature, for example, over forty percent of the students in the six junior high schools which offer a course in popular literature enroll in that course each year. Similar examples can be cited for theater and many music courses.

In high schools, there are few requirements to take specific arts courses. Only a handful of schools, all of them small, require either an art course or a music course for graduation. Others, however, may have a humanities or fine arts requirement which could be satisfied by any of a number of courses.

As in junior high schools, high school music courses had more enrollments than art courses. The following tables compare art and music enrollments with English course enrollments. They show how art and music enrollments vary with school size and location, and how they compare with each other. The numbers in the table are the enrollments in art or music per 100 enrollments in English. An entry of 50, for example, would mean that enrollment in that particular category was only half as large as in English.

TABLE 3. ENROLLMENTS IN ART AND MUSIC PER 100 ENROLLMENTS IN ENGLISH
FOR HIGH SCHOOLS, BY SCHOOL SIZE

	School Size					
	<u>1-199</u>	<u>200-499</u>	<u>500-999</u>	<u>1000-1699</u>	<u>1700-2599</u>	<u>2600 or more</u>
Art	18	16	15	18	21	20
Music	39	34	26	20	23	22

TABLE 4. ENROLLMENTS IN ART AND MUSIC PER 100 ENROLLMENTS IN ENGLISH
FOR HIGH SCHOOLS, BY COMMUNITY TYPE

	Community Type			
	<u>Central City</u>	<u>Suburb</u>	<u>Independent City</u>	<u>Rural</u>
Art	23	18	15	16
Music	28	19	25	31

While larger schools tend to offer more arts courses than smaller schools, enrollment in art (relative to English) changes very little with school size, and enrollment in music decreases with school size. Students in smaller schools have less to choose from, but are more likely to take advantage of what is offered. Some researchers claim that the environment of a small school promotes higher rates of participation in elective and extracurricular activities than occur in large schools. If so, this would explain the higher arts enrollments in small schools. On the other hand, students in larger schools have more to choose from, and may in addition be more oriented toward academic or vocational courses. Whatever the reason, school size is an important factor related to arts enrollments.

Art and music enrollments also vary with the location (community type) of the school. Art enrollments are highest in the central cities, and lowest in rural areas and independent city schools. Music enrollments are highest in rural areas and lowest in the suburbs. Since small schools are generally located in rural areas, the popularity of music there fits with the findings on school size. The generally low enrollments of suburban students in the arts may be because they are more likely to take a heavily "college prep" program--suburban students take more mathematics, natural sciences, and foreign languages than other students. The low enrollments of suburban students in art and music may be less a source of concern than the low rural and independent city art enrollments. Suburban students may be more likely to have more exposure to art through their parents, and are more likely to have museums nearby than are children in rural areas or smaller cities. Among the arts courses, there was wide variation in the popularity of different electives. Most frequently taken advanced art courses were a second year of general arts, or two- and three-dimensional art, basic design, crafts, or ceramics and pottery. On the other hand, a relatively small number of students took commercial art, advanced drawing and painting, graphics, prints and printmaking, sculpture, or fourth-year general art.

In the music area, theory, harmony, composition, and counterpoint were taken by few students, as were orchestra, and small instrument ensembles. However, band, chorus, and choir were extremely popular music courses.

In the area of literature, the courses which appealed to students most, after general and American literature, were popular literature, horror, mystery, supernatural, short stories, and modern (20th century) literature. These courses enrolled from about eight to twelve percent of all students with opportunity to take them. Courses in Bible or religious literature, English literature, ethnic literature, and poetry attracted substantially fewer students, but still captured from three to five percent of all students in schools offering such courses. Theater and acting courses all enroll approximately two to four percent of the students in schools where they are offered. Dance courses attract over eight percent; they are offered in few schools (about one out of twenty, mostly large schools), but where they are available, students enroll in large numbers.

Course Enrollments Compared to Other Subject Areas

The majority of high school enrollments are in the traditional academic subjects--English, social sciences, mathematics, natural sciences, and foreign languages. Physical education is also high on the list, because it is required of many students. "Practical" courses, such as business, industrial arts, and home economics also account for a large share of enrollments (about one-sixth). Music and art together account for less than eight percent of all enrollments in secondary schools. Most popular current educational stances focus either on "back-to-basics"--with the arts usually excluded--or on training in useful skills (from which most arts educators probably wish to be excluded). Orientations towards the humanities or "liberal education" are not popular now, and so the arts have relatively few advocates in disputes over curriculum policy.

In junior high schools, enrollments in art and music rank higher on the list of comparative enrollments, and directly follow the "basic" academic subjects and physical education. As mentioned previously, both subjects are commonly required in junior high school. However, enrollments in music are much higher than in art, indicating that perhaps music courses are more often taken as electives than art courses.

Courses in music account for only about one-third as many year-equivalent enrollments as do courses in English, while art enrollment is less than one-fourth of the English total. Even if all students were required to take art and music, they would get only a fraction of the amount of instruction that they receive in English.

New Courses and Advanced Enrollments in the Arts

In looking at which courses comprise major parts of arts enrollment, it is reasonable to also look for new and emerging courses within the arts area. This is difficult to do for a number of reasons. First, this is the initial census. Thus, no comparative data base exists. Second, the length and complexity of the census might have encouraged some respondents to report enrollments in already established categories. Finally, in areas such as music, although the course titles may remain unchanged or generic (i.e., small ensemble), the course content may be radically altered. This is inherent in the nature of art as a creative process. Based on these caveats and our limited ability to address this issue, only a few of the reported titles under art classes are suggestive of new trends. These are textiles, weaving, macrame, classes in two and three dimensional art, and printing and printmaking. The criteria for listing these offerings is that they are courses reported in the census but not listed in the survey form.

Just as it is difficult to assess what new directions are occurring in the arts area, it is also difficult to evaluate the amount of advanced instruction which is being received. Given that virtually all high school courses in the arts are voluntary, one might suggest that all instruction is advanced. Others might wish to exclude general art and music classes. Given these exceptions, substantial enrollments remain, in a broad range of topics, including theory courses and advanced design in art and instrumental classes in music.

Arts Enrollments Examined by the Sex of Students

As a result of the recent federal Title IX legislation and state legislation, increased attention has been focused on the relationship between students' sex and their educational experiences. We now examine enrollments in courses in the arts by students' sex. First, let us consider junior high schools.

TABLE 5. FEMALE ENROLLMENT IN ART AND MUSIC PER 100 MALES ENROLLED,
FOR JP. HIGH SCHOOLS BY SCHOOL SIZE AND COMMUNITY TYPE

School Size	<u>1-199</u>	<u>200-499</u>	<u>500-999</u>	<u>1000 or more</u>
Art	105	100	100	101
Music	143	119	117	126

Community Type	<u>Central City</u>	<u>Suburb</u>	<u>Independent City</u>	<u>Rural</u>
Art	98	101	98	101
Music	104	116	135	136

In looking at junior high enrollments, we see male/female art enrollments to be essentially identical for schools of all sizes and community types. The fact that art is often a requirement probably accounts for this pattern. We do see substantially greater female involvement in music courses, particularly in small schools and in rural and independent city schools. Overall, female music enrollment in junior high schools is more than 20 percent greater than male enrollment.

Turning to the individual courses, as one might expect from the overall art figures, male and female enrollments in individual art courses are essentially identical. Only in metals and jewelry (mostly female), macrame (mostly female), or filmmaking (mostly male) is there a major discrepancy in enrollments by sex, and these courses are minor components of overall junior high art class enrollments. In junior high, one also finds essentially similar male/female enrollments in literature and drama electives.

Looking at junior high music enrollments by sex and individual course, we find that general music, the largest component of junior high music, has essentially equal male/female enrollments. Overall, there is a difference of about 11,000 in male/female enrollments in music. This difference is substantially accounted for by enrollments in choir (about three-fourths female) and chorus (about two-thirds female).

From these figures, we can state that there are few sex differences in enrollments in the arts at the junior high school level. The fact that much of the enrollments stem from required courses is probably significant in explaining this finding. The sex differences which do exist in music enrollment at the junior high level can be traced to disproportionate female enrollments in choir and chorus, especially in independent city and rural schools.

We now turn to the high school statistics.

TABLE 6. FEMALE ENROLLMENT IN ART AND MUSIC PER 100 MALES ENROLLED,
FOR HIGH SCHOOLS BY SCHOOL SIZE AND COMMUNITY TYPE

School Size	<u>1-199</u>	<u>200-499</u>	<u>500-999</u>	<u>1000-1699</u>	<u>1700-2599</u>	<u>2600 or More</u>
Art	101	107	133	124	123	139
Music	201	180	174	140	133	139
Community Type	<u>Central City</u>		<u>Suburb</u>	<u>Independent City</u>		<u>Rural</u>
Art	121		131	130		114
Music	115		158	179		184

Comparing first by school size, we see substantially higher female than male enrollments in art classes. Overall female enrollment is 25 percent higher than that of males. This disparity is especially evident in the largest high schools. It is least apparent in schools under 500 in enrollment. The female/male ratio is even higher in music than in art classes. However, the impact of school size on music is reversed, with schools of under 500 enrollment having the largest disparities. Overall, females have more than 50 percent higher enrollment in music classes than males.

Turning now to a consideration by community type, we find the highest female/male ratios in art in the suburbs. Independent city schools are a close second, with central city schools third, and rural schools last. Central city schools also have a fairly low female/male ratio in music. The suburbs are second lowest, but still fairly high, and in independent city and rural schools, the female/male enrollment ratio is approximate nine to five.

Let us now look at individual courses. There are 11,500 more female than male year-equivalent enrollments in art. Although general art accounts for half the overall enrollment, it accounts for only one-third the difference in male-female enrollments. Among electives, only in art history and photography/filmmaking are more males than females enrolled in courses. Most of the difference in enrollments can be traced to ceramics/pottery (3 out of 5 females), general crafts (3 out of 5 females), metal and jewelry (2 out of 3 females), and textiles/weaving/macrame (4 out of 5 females).

Where Are We Now. . .
and Where Will We Be When Enrollments Decline

The current data offers both much to be pleased with and much to be concerned about. Virtually all Illinois students at both junior high and high school levels are in institutions where some exposure to art and music is available. In some high schools, a large number of creative, advanced courses appear to be available in music, literature, and art. Groups often

ignored in our society appear to be primary beneficiaries of arts instruction. Central city arts enrollments are high, as are female enrollments. While females particularly avail themselves of advanced instruction in some art electives and vocal music, male enrollment is strong in many other art courses, in instrumental music, and in arts literature.

One of the discouraging aspects is the relatively low enrollments in the arts in suburban areas. Also discouraging is the fact that while most high schools offer more than one class in art and music, the number of electives which follow the general class in each area remains quite small.

Whether these classroom offerings, (and their related co-curricular components), can be expanded or even maintained in the coming period is open to questions. Drops in enrollments are a function of both birth rates and migration. Some districts may find themselves immune to such factors, others very much affected.

Questions also arise as to whether or not courses in art are a "basic." Unless skeptics' perceptions in this regard can be changed, heavy pressure will be placed on schools to decrease arts curriculums.

Some countering strategies exist. Additional funds may be raised either by charging subsidy lab fees for arts courses or by increasing arts enrollments in continuing education classes. The alternative to some successful coping strategy may be serious. Whether due to enrollment declines or changes in emphasis, it appears clear that cutbacks in faculties in Illinois schools will damage arts programs much more quickly than cutbacks in other areas. First, as has been mentioned, arts education in the classroom is only a part of total arts education provided because of the relatively heavy cocurricular component of art. Second, many of the advanced courses in art and music involve very specialized training which cannot be easily substituted. One might also speculate that courses in literature will be damaged as the overall school environment becomes less oriented toward the arts as a valid concern.

At this stage, we can only advance such crude speculations. Further curriculum censuses will provide invaluable information on the exact pattern of school responses to changed enrollments and community emphasis. With further waves of data, a much more accurate picture of the process of curriculum change can be attained, and more detailed and accurate predictions about future conditions can be made.

APPENDIX

ARTS COURSES

Art

General or Fine Arts, 1st year
General or Fine Arts, 2nd year
General or Fine Arts, 3rd year
General or Fine Arts, 4th year
General Art, Other
Independent Study, Art
Commercial/School Service Art
Art History/Art Theory
Art Appreciation
Art Studio
Drawing/Painting/Sketching
Advanced Drawing and Painting
2 and 3-Dimensional Art
Basic Design
Advanced Design
Commercial Design
Graphics
General Crafts
Metal and Jewelry
Ceramic, Pottery
Textiles/Weaving/Macrame
Photography/Filmmaking
Prints/Printmaking
Sculpture/Sculpture and Ceramics
Other Art

Music

General Music
Music Appreciation
Theory/Harmony/Composition/Counterpoint
Vocal Ensembles, Small/Large
Choir
Chorus
Swing Choir
Band
Orchestra
Small Instrument Ensembles
Instrumental Classes
Other Music

ARTS COURSES - (Continued)

Literature

Exploratory/General Literature
American Literature
Bible/Religious Literature
English Literature
World/Eastern/Western Literature
Ethnic Literature
20th Century/Modern/Contemporary Literature
Popular Literature
Humanities
Short Stories
Poetry/Contemporary Songs
Novel
Fiction/Fantasy
Mythology
Horror/Mystery/Supernatural
Science Fiction

Theater

Theater/Drama
Acting
Dramatic Literature/Shakespeare
Theater Production/Stagecraft

Dance

Ballet
Choreography
Ethnic/Folk Dance
Jazz Dance
Modern Dance
Tap Dance

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